



FIRE

Foundational Instruction for Reading Excellence

(for all students)



Unit 2

Student Activity Book

• Grade 5 •



LESSON 1

Grammar: Conjunctions

Directions: Circle the conjunction in each sentence and determine the function of the conjunction within the sentence.

- 1) Kam wrote a book about animals, and she illustrated the book.
 - a) connects word words or phrases
 - b) shows a change in directions within a sentence
 - c) tells a reason why

- 2) The girl didn't want to go to the doctor because she dislikes shots.
 - a) connects word words or phrases
 - b) shows a change in directions within a sentence
 - c) tells a reason why

- 3) Sara was tired, but she knew she had to get up for school.
 - a) connects words or phrases
 - b) shows a change in directions within a sentence
 - c) tells a reason why

- 4) Stephen made the All-Star baseball team, and he made the travel baseball team.
 - a) connects words or phrases
 - b) shows a change in directions within a sentence
 - c) tells a reason why

- 5) Grandma walks on the levee every day, but she had to stop because she hurt her leg.
 - a) connects words or phrases
 - b) shows a change in directions within a sentence
 - c) tells a reason why

- 6) The puppy was fully trained because he went to a training school for dogs.
 - a) connects words or phrases
 - b) shows a change in directions within a sentence
 - c) tells a reason why



LESSON 2

Spelling: Spellings for /sh/, "ti, ci, si"

Directions: Read each clue. Use the clue to help complete the spelling for each word.

- 1) Someone who performs magic tricks.

magi□an

- 2) An area that is large and has a lot of space is also know as _____.

spa□ous

- 3) Directions to putting together an object.

instruc□ons

- 4) Something that tastes very good is known as _____.

deli□ous

- 5) An interruption in class is also known as a _____.

disrup□on



LESSON 3

Morphology: Prefix "fore"

Directions: Read each word and corresponding sentence. Write the meaning of each word in the blank box.

foremost

Our foremost priority is to keep children safe.

Meaning:

forearm

I pulled a muscle in my forearm when I was lifting weights.

Meaning:



LESSON 4

Grammar: Conjunctions

Directions: Read each sentence starter, write a conjunction in each box and finish the sentence so that it makes sense with your conjunction.

Archie plays the drums for his school band

Samantha came in first place in the spelling bee

The swimming pool at the club always opens at the end of May



LESSON 5

Spelling: Spellings for /sh/ "ti, ci, si"

Directions: Listen to your teacher read each word. Write the word on the line.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



LESSON 6

Morphology: -ment

Directions: Read each clue. Color the corresponding word with the correct color.
Note: 2 of the word choices will not be colored. Be sure to think about the meaning of each base word.

- 1) The result of your hopes not being fulfilled. Color this word red.
- 2) The result of something being moved, altered, or adjusted. Color this word blue.
- 3) The result of someone completing something effectively. Color this word yellow.
- 4) The result of something being made better. Color this word green.

improvement

disappointment

amusement

adjustment

achievement

acknowledgement



LESSON 7

Morphology: -ment

Directions: Read the following story. Read each of the 3 word choices, think about the meaning of the sentence and each word. Circle the word that best completes each sentence.

Warren's boss asked him to develop a plan for a new building. Warren is excited about this new project. He is hoping that his work does not disappoint his boss. If his boss likes the project, he will pay him a lot of money.

Warren finished his (development, assessment, payment) successfully. He was able to develop a plan for the new building. His boss did not have to make any (disappointments, adjustments, achievements) to the plan. Because he did such a great job, Warren received his (payment, amusement, enjoyment) that day. Warren was very proud of his (adjustment, improvement, achievement). When he shared the news with his family, they were filled with (payment, excitement, improvement).



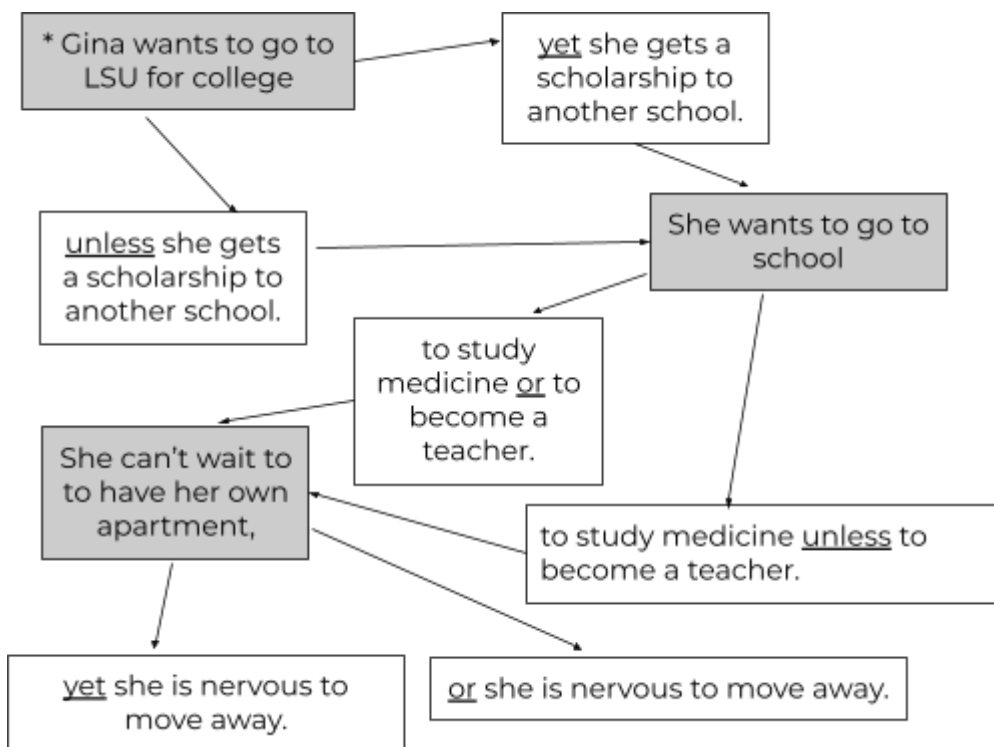
LESSON 8

Grammar: Conjunctions

Directions: Draw a line to match each conjunction to its purpose.

yet	shows more than one choice
unless	shows contrast
or	means "except if"

Read the story below. Start at the box with the * in the top left- choose the white box that uses the correct conjunction to complete the sentence. Using a crayon, color in the correct box to finish the maze.





LESSON 9

Grammar: Interjections

Directions: Read each sentence. Circle the interjection. Color each box to show if the interjection has positive meaning, or a negative meaning. Color positive interjections blue. Color negative interjections red.

Bummer, I cannot believe it is raining for our swim party.

Ouch! My head really hurts.

Wow! She is such a great reader.

Really! That is great news.

Sorry, I did not mean to break the vase.

Stop! You are messing up my painting.

Whoa! That fish is huge.



LESSON 10

Grammar: Perfect Verb Tenses

Directions: Refer to this chart for the activity below.

Past In the past before another action	had	Theo <u>had called</u> before the delivery was made	When? Before the delivery was made.
Present Began in the past and continues in the present	have, has	Grandma <u>has cooked</u> spaghetti all of her life.	When? All of her life and continues to in the present
Future Action or condition in the future that will occur	will have	Dan <u>will have eaten</u> a whole pack of cookies by tomorrow.	When? By tomorrow

Read each sentence. Underline when the action is happening. Fill in the blank with the verb that correctly completes each sentence. Use the chart above as a reference.

had	has	will have
-----	-----	-----------

1. Sandra _____ painted the entire house by tomorrow.
2. Henry _____ worked at the same office for his entire life.
3. The principal _____ warned the students to stop talking before he began calling parents.
4. The dog _____ barked loudly before the man knocked on the door.
5. The balloons _____ already deflated by Sunday.



LESSON 11

Grammar: Verb Tense

Directions: Read each verb. Label each verb as past, present, or future.

Verb	Verb Tense (past, present, or future)
will study	
is cleaning	
typed	
fixed	
will return	
is watering	

Directions: Read each sentence. Complete the sentence using the correct verb. You will need to add to the beginning or ending of each verb in the box. Look at the example: -ed was added to the verb call in order for it to be the correct verb tense.

Example:

1. The girl her friend to tell her about the party.
2. Samuel is an essay about whales for his teacher.
3. Jackie is a chapter book by her favorite author.
4. My uncle a new gym with a swimming pool.



LESSON 12

Grammar: Separate Items in a Series

Directions: Write a sentence on the lines using each of the 3 items. Separate the items in the list with either commas or semicolons. Remember to also use a colon to introduce the series if semicolons are needed.

glove	bat	water
-------	-----	-------

beads, to throw	mask, to wear	snacks, to eat
-----------------	---------------	----------------

Chicago, Illinois	Biloxi, Mississippi	Gulf Shores, Alabama
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LESSON 13

Grammar: Perfect Verb Tenses

Directions: Read each sentence. Determine whether it is past perfect, present perfect, or future perfect. Color each box to show the correct verb tense.

purple- past perfect

blue- present perfect

green- future perfect

Catherine will have attended 4 different schools by the end of the year.	They have been playing baseball all morning.	David has played basketball since he was 3 years old.
The author has completed 8 of her 10 book tours for the summer.	Joe will have tried all flavors of snowballs by the end of the summer.	The teacher had sorted all of the supplies before class began.
Ryan will have visited all of the baseball stadiums by the time he is 50 years old.	The baby ducks had eaten all of the bread before their mother could get there.	Manuel had eaten all of the cookies before the party started.



LESSON 14

Grammar: Verb Tense

Directions: Read each sentence and sketch a picture to match the sentence. Remember to pay attention to the verb tense. (This is a quick sketch) In the 4th box, make up your own sentence and sketch a picture to match.

Seth is charging his phone.	
Claire baked a 3-layer cake for her birthday.	
The dog will get groomed tomorrow.	
Student sentence:	



LESSON 15

Grammar: Separate Items in a Series

Directions: Read the story below. Place commas and semicolons where they belong to separate items in a series.

Thomas' dad was taking Thomas and some friends to the movies. He invited four friends: Brandon his neighbor Sarah his best friend Joseph his cousin and Josh his other friend. They were in line for the concession stand before the movie started. They ordered popcorn nachos hot dogs candy and an icee. The movie was about 2 hours long. After the movie was over, Thomas and his friends played video games at the theater. They played PacMan Thomas' favorite Air Hockey Sara's favorite and Skee Ball Brandon's favorite.



LESSON 16

Grammar: Introductory Elements

Directions: Underline the introductory element and add a comma where it belongs.

1. If you are not feeling well you can skip the meeting today.
2. To be clear you have to study for your test.
3. Honestly your teacher is the nicest person.
4. Along with studying for your test you need to clean your room.

Directions: Read each box below. Some boxes include an introductory element and some boxes include the second part of the sentence. Choose 3 different crayons- Match the introductory element to the rest of the sentence. Color the 2 matching boxes the same color to show that they go together.

If they want to win,

Luckily,

I lost my new phone.

I am so upset,

they will need to practice 2x a day.

it stopped raining before the party.



LESSON 17

Grammar: Using Commas

Directions: Read each sentence. Color the boxes that have the correct comma usage. If the sentence is incorrect, do not color it.

Yes, I will pick you up at 7:00
Daniel, please stop talking.
This, lunch is so good isn't it?
No she, did not turn in her paper on time.
Shannon bring your sweater, to the play.
It's true, she did win 5 gold medals.
The ceremony is at 6:00, right?

Directions: Write a sentence or question using the word or words given.

1. Yes

2. Really



LESSON 18

Grammar: Shifts in Verb Tense

Directions: Read each story. Circle or highlight incorrect verb tense. Write the correct verb tense above the incorrect verb.

1. Tomorrow, my brothers and I will visit my grandfather in Florida. We will stay with him for 2 weeks. One day we will have a family barbecue. We grilled hamburgers, hot dogs, and steak.
2. Patrick painted a mural on his wall. He used blue, green, black, and white paint. He will practice on paper before he painted it on the wall.
3. Jude watched his baby sister while his mom went to the store. He will cook her blueberry oatmeal. He watched television with her until his mom got home.



LESSON 19

Grammar: Shifts in Verb Tense

Directions: Read the story. Read each verb choice and circle the verb that uses the correct tense for the story.

John submitted his final paper to his teacher. He [wrote, will write, is writing] a paper about the American Revolution. He [will read, read, is reading] several books and [used, is using, will use] the internet to do research for the paper. He [will check, is checking, checked] his paper using the rubric that his teacher gave to the class. John [is trying, tried, will try] his very best on this assignment.



LESSON 20

Grammar: Conjunctions

Directions: Read each sentence and choose the correct conjunction.

1. You can choose between a party [yet, or, unless] a trip to the beach for your 13th birthday.
2. Timothy has never enjoyed watching wrestling, [yet, unless, or] he is now becoming a fan.
3. We will go to the pool on Saturday, [yet, or, unless] it is raining.

Directions: Read each sentence starter, write the conjunction **or**, **yet**, or **unless** in each box and finish the sentence so that it makes sense with your conjunction.

It is early, _____

You cannot go to your friends house _____

Would you rather be a doctor _____



LESSON 21

Grammar: Using a Comma to Set Off an Introductory Element

Directions: Read the sentences in each box. Determine whether the comma is in the correct or incorrect place. Use one color to color the boxes with the sentences that are written correctly. Use the other color to color the boxes with the sentences that are written incorrectly. Rewrite the incorrect sentences correctly in the space provided at the bottom of the chart.

Well, you could do your reading assignment as soon as you get off the bus so that you still have time to play outside.	Before I begin painting, my picture I sketch it in pencil to prevent myself from making some mistakes.	By tomorrow morning the rain should, stop.
During the month of September, we can celebrate Hispanic Heritage Month by reading books by Hispanic authors, exploring Hispanic music, and analyzing Hispanic art.	If we don't leave now you will, be late to school.	On Wednesday afternoon, we went to the aquarium to view the penguin exhibit.

1. _____

2. _____

3. _____



LESSON 22

Grammar: Using a Comma to Set Off an Introductory Element

Directions: Read each sentence. Determine where the missing comma should be. Place the comma in the correct place.

1. Yes you can put away your devices now.
2. Excuse me Mr. Wilson where should I put my backpack?
3. Folktales is a genre of fiction isn't it?
4. Eat your fruit Melissa before leaving the table.
5. The dishwasher needs to be unloaded doesn't it?
6. No I can't do that today because I am having dinner with my grandfather.
7. Make sure you drink your milk at lunch Jackson.
8. Zane do you know where the dog is?



LESSON 23

Grammar: Punctuating Titles

Directions: Answer each question by circling the choice that shows the correct punctuation. After you have finished answering all questions, color the picture on the next page using the corresponding color choice.

Question	Choice A	Choice B
1. Encanto (a movie)	<i>Encanto</i> (blue)	"Encanto" (green)
2. Clementine (a book)	"Clementine" (green)	<i>Clementine</i> (red)
3. Where the Sidewalk Ends (a poem)	<u>Where the Sidewalk Ends</u> (orange)	"Where the Sidewalk Ends" (yellow)
4. Happy (a song)	"Happy" (blue)	<i>Happy</i> (green)
5. The History of Deaf Culture and Sign Language (an article)	"The History of Deaf Culture and Sign Language" (black)	<i>The History of Deaf Culture and Sign Language</i> (brown)
6. Highlights (a magazine)	"Highlights" (red)	<u>Highlights</u> (yellow)



LESSON 24

Grammar: Expanding Sentences

Directions: Read each simple sentence written below. Use the question words found in the box below to expand the sentence to make the sentence more detailed.

Who/What		When		Where
	How		Why	

1. The soccer team runs.

2. The ballerina twirls.

3. The lights twinkle.

4. The boy laughs.



LESSON 25

Grammar: Combining Sentences

Directions: Read each of the sentences. Combine the two sentences to make one, new sentence. Rewrite the sentence on the lines provided.

1. Mr. Turner is my teacher. Mrs. Henry is my teacher.

2. My dad told me I had to fold my clothes. My dad told me I also had to wash the car.

3. I wanted to buy nachos at the concession stand. I didn't have enough money.

4. The bus didn't pick me up. I was late to school.



LESSON 26

Grammar: Dialects and Registers

Directions: Read each excerpt from the text below. Determine what dialect (region and/or time period) the book may be from. Then, underline the parts of the sentence that helped you identify the elements of dialect.

1. "Ain't he played me tricks enough like that for me to be looking out for him by this time? But old fools is the biggest fools there is. Can't learn an old dog new tricks, as the saying is. But my goodness, he never plays them alike, two days, and how is a body to know what's coming? He 'pears to know just how long he can torment me before I get my dander up, and he knows if he can make out to put me off for a minute or make me laugh, it's all down again and I can't hit him a lick."

- *The Adventures of Tom Sawyer*

2. "Now," said Gerald, 'you mark my words. In the middle of this maze we shall find the secret enchantment. Draw your swords, my merry men all, and hark forward tallyho in the utmost silence.'"

- *The Enchanted Castle*

Directions: Identify if the sentence is written using formal or informal register. Then, underline the parts of the sentence that helped you identify if the sentence was written in a formal or informal register.

1. Are you gonna be able to come over, or what?

2. I apologize, but I will not be able to attend the function after work.



LESSON 27

Morphology: Root Words

Directions: In the box, there are some root words listed. Read each sentence below. The blank line represents a missing root word. Determine the missing root word and write it on the blank line. Then, underline the clue in the sentence that helped you determine the missing root word.

tract

rupt

astr

fract

hydr

struct

1. Ellie ran two miles in the hot sun and didn't bring any water with her. She was so de_____ated.
2. The volcano could e_____ at any moment. When that happens, lava will break the surface of earth.
3. We passed the con_____ion zone for the new airport. The men and women were working on building a new bridge to get to the airport more easily.
4. Kobe _____ured his arm when he fell from the monkey bars at recess. It was broken in three different places!
5. My dentist said I would have to get my tooth ex_____ed because I have a cavity. He planned on pulling the tooth out before it gets infected.
6. I want to be an _____onaut when I grow up so that I can fly among the stars!



LESSON 28

Morphology: Reference Materials

Directions: Use either a print or digital dictionary to answer the following questions.

1. What part of speech (noun, verb, etc.) is the word publish?

2. When the word answer is used as a noun, its definition is _____
_____.

3. Show the pronunciation of the word course.

4. How many definitions are there for the word advance?

5. What is the first meaning of the word obsolete?

6. Write a sentence using the second meaning of the word reliable.



LESSON 29

Grammar: Similes and Metaphors

Directions: Read each sentence below. Underline the simile in the sentence. On the line provided, write what the simile means.

1. The stars twinkled like diamonds in the night sky.

2. Mrs. Guidry's essay that she assigned to us was as easy as ABC.

Directions: Read each sentence below. Underline the metaphor in the sentence. On the line provided, write what the metaphor means.

4. Hearing that we didn't have homework was music to my ears.

5. Her nose was an icicle after playing outside for recess.



LESSON 30

Grammar: Idioms, Adages, and Proverbs

Directions: Answer each question by circling the choice that shows the correct meaning of the idiom, adage, or proverb. After you have finished answering all questions, color the picture on the next page using the corresponding color choice.

Question	Choice A	Choice B
1. raining cats and dogs	raining heavily (brown)	drizzling (yellow)
2. at the drop of a hat	instantly (green)	drop a hat on the ground before starting a task (pink)
3. Two wrongs don't make a right.	When someone does something bad, you should do something bad to them in return. (orange)	It is not okay to do something bad just because something bad was done to you. (red)
4. Actions speak louder than words.	What people do says more about them than what they say. (white)	What people say matters more than what they do. (brown)
5. Don't cry over spilt milk!	Clean up messes quickly. (pink)	Don't complain about a loss from the past. (green)
6. give me a hand	take your hand off of your arm and give it to someone (yellow)	help out with something (black)
7. to go back to the drawing board	to start over (red)	walk back to board and draw another picture (orange)
8. Break a leg!	Good luck! (white)	Congratulations! (brown)



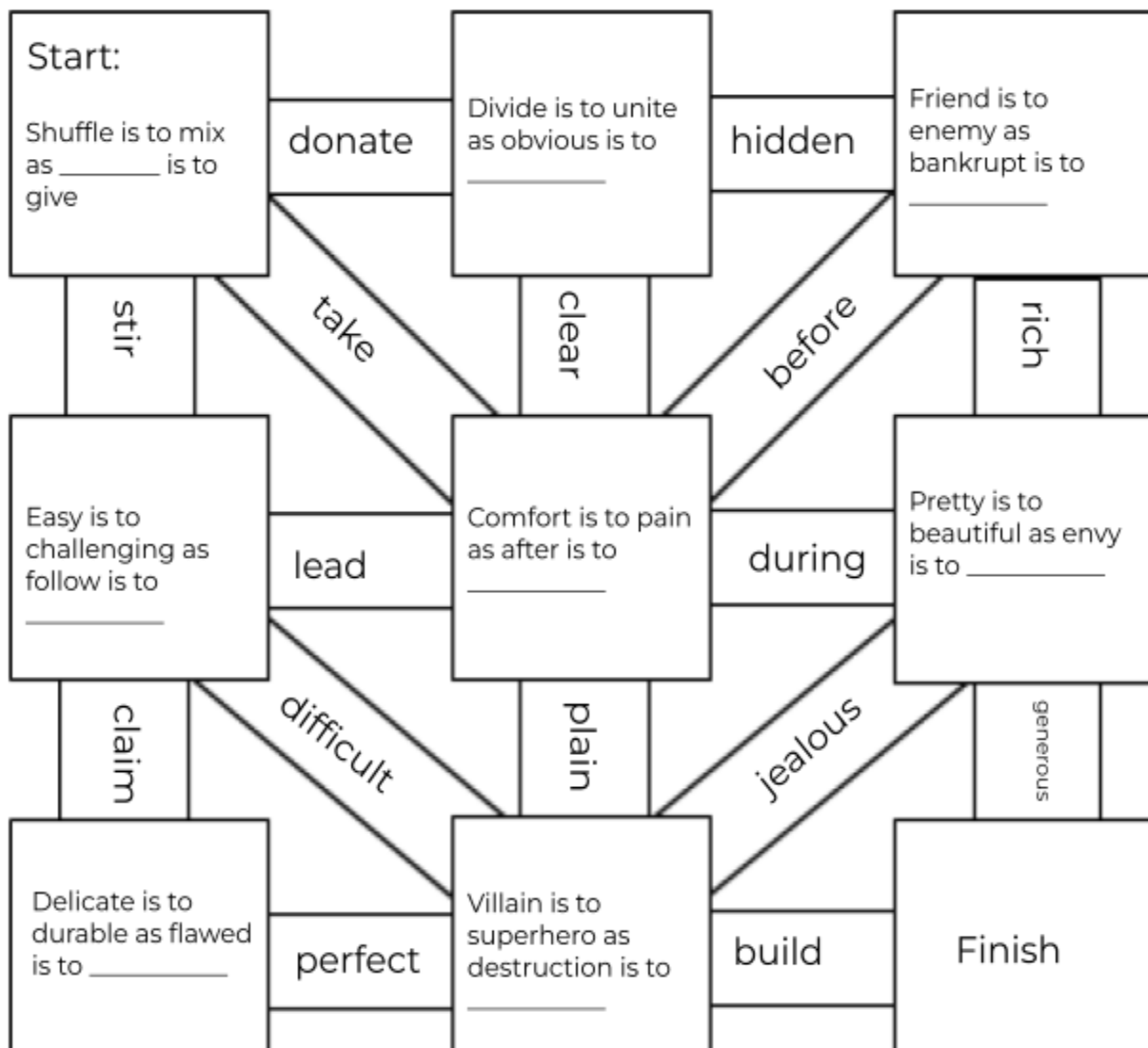
8	8	8	8	8	1	8	8	8	8	8
8	5	2	1	1	1	1	1	5	2	8
2	5	5	2	8	1	8	2	5	5	2
8	5	2	8	8	1	8	8	2	5	8
8	8	8	8	6	6	6	8	8	8	8
8	8	6	6	7	3	7	6	6	8	8
8	6	7	7	3	7	3	4	4	6	8
8	6	3	3	7	7	3	7	4	6	8
8	6	3	7	7	3	7	7	7	6	8
8	6	7	3	7	7	3	7	3	6	8
8	8	6	6	3	7	3	6	6	8	8
8	8	8	8	6	6	6	8	8	8	8



LESSON 31

Grammar: Synonyms and Antonyms

Directions: Start at the box in the top left corner. Answer the analogy by choosing one of the branches that correctly completes the analogy. Using a crayon, color in the correct box to finish the maze.





LESSON 32

Morphology: Prefix over-

Directions: Read the word that has the prefix over-. Write the meaning of the word on the line below.

1. overreact

2. overanxious

Directions: Read the sentence below. Replace the underlined words with a word that includes the prefix over-. Rewrite the sentence with the new word on the line provided.

1. I paid too much for the snacks from the concession stand at the basketball game.

2. I got an extra amount of sleep because I did not hear my alarm clock go off this morning.

Directions: Answer the question below using complete sentences.

1. Name a situation in which you may become overheated. Why would you become overheated?



LESSON 33

Morphology: Prefix trans-

Directions: Read the word that has the prefix trans-. Write the meaning of the word on the line below.

1. transatlantic

2. transport

Directions: Read the sentence below. Replace the underlined words with a word that includes the prefix trans-. Rewrite the sentence with the new word on the line provided.

1. I love watching the show *The Fairly OddParents* - the characters change forms from fish into fairies!

Directions: Answer the question below using complete sentences.

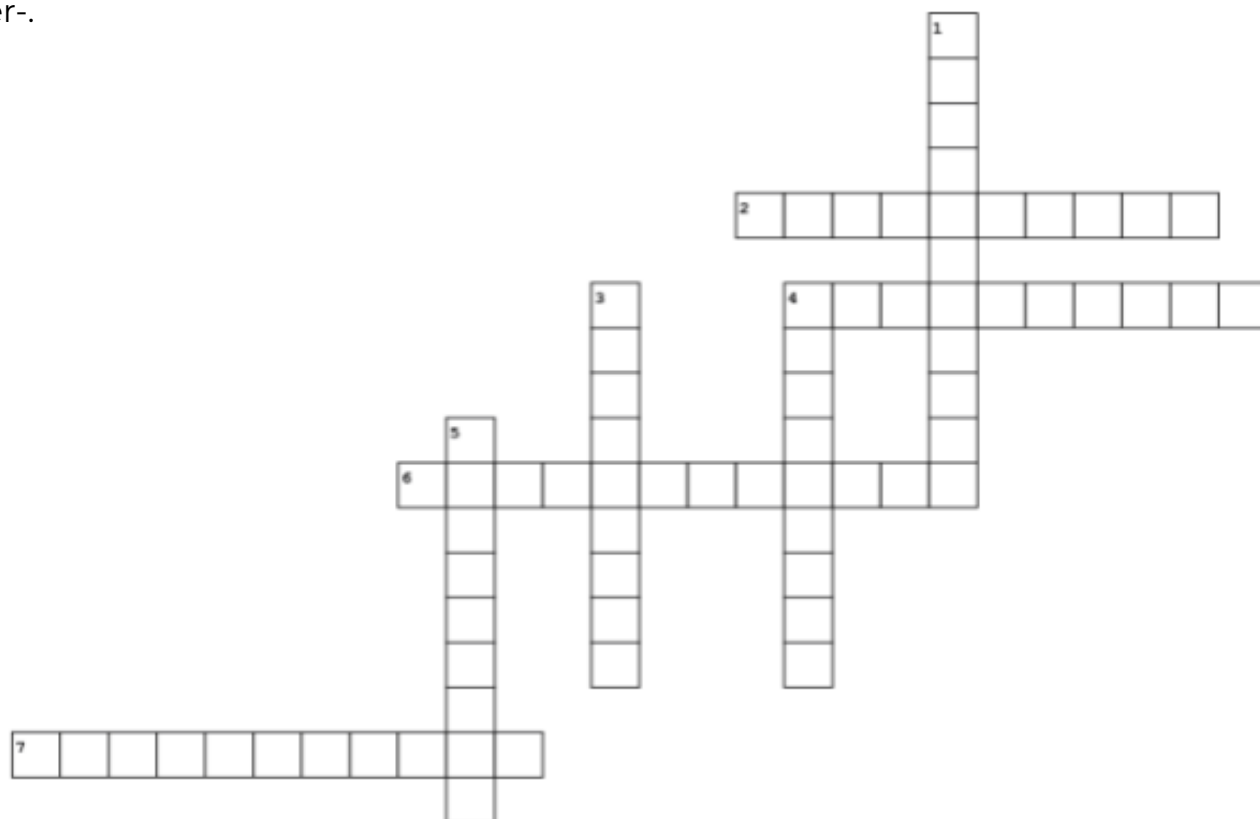
1. Name a situation in which you may have to translate something for someone. Why would something have to be translated?



LESSON 34

Morphology: Prefix under-

Directions: Complete the crossword puzzle below by using words that have the prefix under-



Across	Down
2. Not having enough people to work	1. Weighing too little
4. Not enough/too little service	3. Not being old enough
6. The flow of water (current) that moves below the surface	4. Below the arm
7. Below the ground	5. To draw a line below something



LESSON 35

Morphology: Prefix super-

Directions: Read the word that has the prefix super-. Write the meaning of the word on the line below.

1. superhuman

2. supervise

Directions: Read the sentence below. Replace the underlined words with a word that includes the prefix super-. Rewrite the sentence with the new word on the line provided.

1. At the market that has beyond just groceries, I was able to purchase toothpaste, paper towels, and socks.

Directions: Answer the question below using complete sentences.

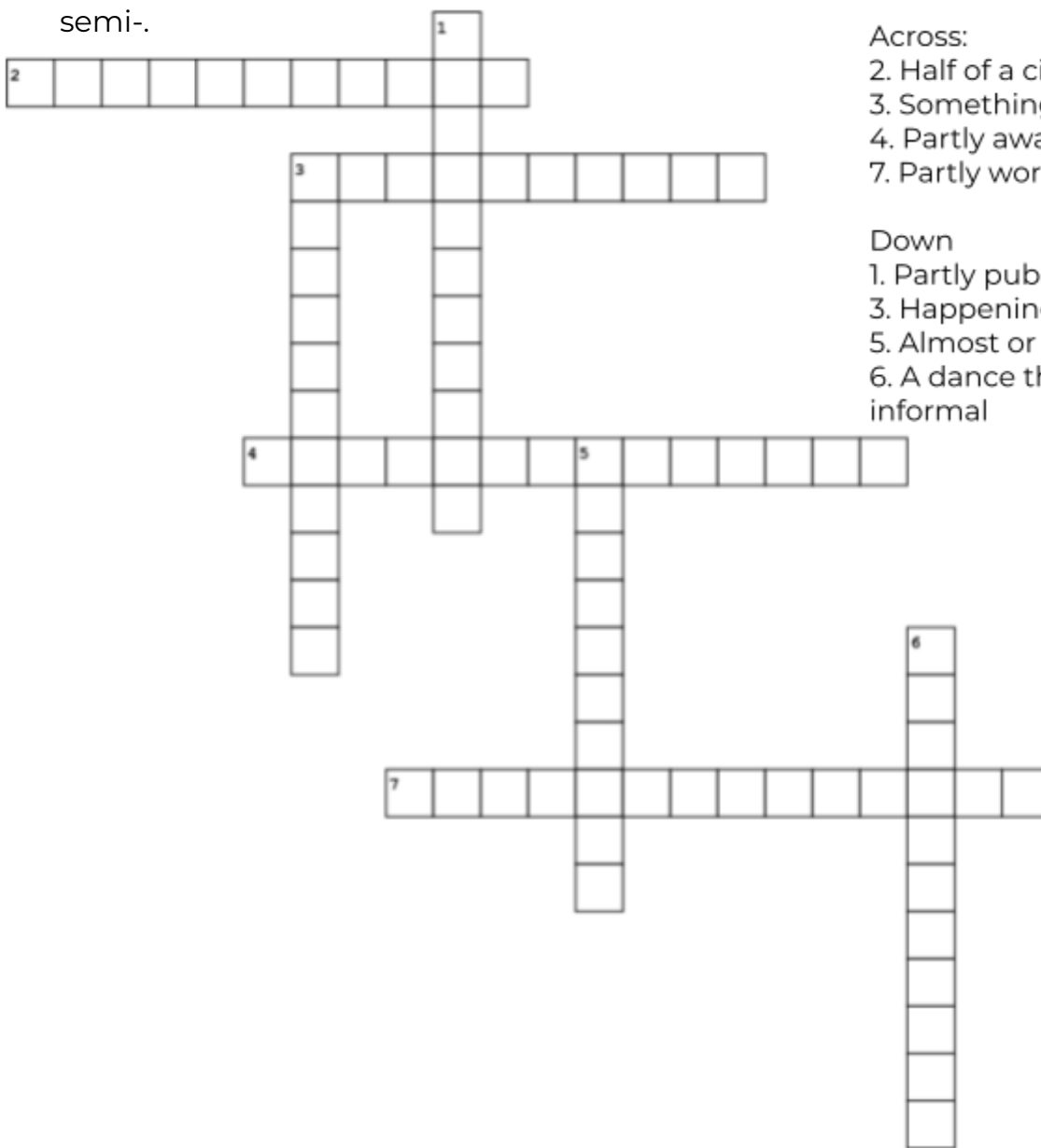
1. If you could have any superpower in the world, what would it be? Why is it considered a superpower?



LESSON 36

Morphology: Prefix "semi"

Directions: Complete the crossword puzzle below by using words that have the prefix semi-.



Across:

- 2. Half of a circle
- 3. Something that is only partly sweet
- 4. Partly awake (conscious)
- 7. Partly works by itself (automatic)

Down

- 1. Partly public
- 3. Happening partly during the week
- 5. Almost or partly final
- 6. A dance that can be formal or informal



LESSON 37

Spelling: /sh/ with ti, ci, and si

Directions: Use the base word and the ending clue to write the word spelled correctly on the line.

1. (commerce + ial) _____
2. (profess + ion) _____
3. (frustrate + ion) _____
4. (elect + ion) _____

Directions: The paragraph below has missing words that will include the /sh/ sound in the middle spelled with ti, si, or ci. When you come to a blank line, read the clue in parentheses behind the blank line. The clue will provide the base word and the ending. You must decide, based on the root word, whether to use ti, si, or ci. Write the correctly spelled word on the blank line.

In the 1950s, schools in the United States of America operated on the idea of _____ (segregate + ion), which means that there were separate schools for white students and black students. Students who attended the black school did not have _____ (suffice + ient) resources. Ruby Bridges, a black girl living in New Orleans, was the first student in Louisiana to begin the _____ (integrate + tion) of white and black students in the same school. Ruby's parents were nervous but ultimately wanted her to receive a better _____ (educate + ion), which she would receive at the white school. Even though integrating schools caused a lot of _____ (tense + ion) in the city, parents of the white students slowly became less angry and began sending their children to school with Ruby. Over time, the _____ (race + ial) segregating of schools ended.



LESSON 38

Morphology: Prefix fore-

Directions: Read the word that has the prefix fore-. Write the meaning of the word on the line below.

1. forefather

2. forsee

Directions: Read the sentence below. Replace the underlined words with a word that includes the prefix fore-. Rewrite the sentence with the new word on the line provided.

1. If dessert goes before dinner, you might be too full to eat your meal!

2. I had the thought before to order the movie tickets online ahead of time instead of waiting in the ticket line once we got there.

Directions: Answer the question below using complete sentences.

1. Give an example of a time when you may have to forewarn someone that something is about to happen. Why would you need to forewarn them?



LESSON 39

Grammar: The Functions of Conjunctions

Directions: Read the sentences below and determine the relationship between the words, phrases, or clauses. Add a conjunction and explain the function of the conjunction. The first one is done for you.

1. There are pencils, pens, and highlighters in my pencil pouch.

The conjunction and functions by connecting pencils, pens, and highlighters together in one group.

2. My godmother says that she will buy me a new bike _____ a new scooter for my birthday.

The conjunction _____ functions by _____
_____.

3. Jessica wants to play outside, _____ she needs to finish her chores first.

The conjunction _____ functions by _____
_____.

4. Paul has many talents; he can play the flute _____ he can run faster than anyone in our class!

The conjunction _____ functions by _____
_____.

5. I have to wake up at 5:30 AM tomorrow morning, _____ I made sure to go to bed early.

The conjunction _____ functions by _____
_____.



LESSON 40

Spelling: /sh/ with ti, ci, and si

Directions: Listen to the teacher read the words aloud. Spell the words on the line provided.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____
